# Stage 1 Child Studies

**ASSESSMENT 2 – GROUP ACTIVITY**

**The Early Years Learning Framework in Action**

**Area of Study 2: Children in Wider Society**

**Description of assessment:**

**In this assessment you will be working on a group task**

* You will go to a child care centre where you will work with children and staff in one ‘age room’. (0-2yrs; 2-3yrs; 3-5yrs). (You will need to decide after the second week which room you will focus on).
* In the fourth week of visiting, you will work with the other students in the ‘room’ and design and facilitate activities for the children in that room during the time between morning tea and lunch **(Line 3 – Wednesday 29th May** **; Line 5 – Friday 31st May)**
* Before the event, you will write a collaborative action plan with your group – this will be done in class, under supervision
* On the day of the event, you will be assessed on how you contribute to implementing the whole group decision.
* When it is over, the group will produce a group activity presentation for the students to put in their learning folios and you will write an individual evaluation of the group task.

**In the planning phase you need to: (tick off as you complete)**

* Decide which area of the childcare centre you will focus on – 0-2 years; 2-3years ; 3-5years
* Play with the children and get to know them. (belonging) Find out what interests them, what they can do, what they like to do (being)
* As an age room group, plan a range of activities that:-
* Are suitable for the age group
* promote physical, social, emotional or cognitive development.(becoming)
* support the Early Years Learning Framework approach to children’s learning
* When planning the activities to be undertaken you need to consider:
* The age and stage of development of the children
* Activities suitable for each age group
* The number of activities
* The roles and responsibilities of team members
* development and implementation of safe management practices.
* selection and use of appropriate materials for practical activities.

**In class we will**

* Investigate the stages of child development including physical, social, emotional and cognitive development
* Explore the types of play activities that promote physical, social, emotional and cognitive development in children
* Explore the Early years learning Framework approach to children’s learning

### In your age room group you will write a collaborative action plan, on Thursday 23rd May (line 3) and Monday 27th May (Line 5) in class, under supervision. You will need to be prepared for this lesson It is essential that you are not absent as this is part of your summative assessment.

*A collaborative action plan or a collaborative research task must involve all members of the group. Students should have opportunities to respond constructively to other group members and to share responsibilities in decision-making*

**The collaborative action plan includes:**

* an outline of the issue(s) discussed – *what influenced your choice of activities?*
* decisions made about what action to take – *what activities did you decide to do?*
* a justification of what the students intend to do – *how does the plan this suit the developmental and learning needs of the children. How does it support the Early years Learning Framework approach?*
* an outline of implementation strategies – *what do you need to do – who will do what?*
* An outline of the shared decision making process – *how did you decide what to do?*
* **Carry out the activities during a 50 minute session at the child care centre**
* Prepare and transport necessary equipment
* Document the session using photographs to be used in the group presentation page
* Clean up and remove equipment afterwards
* Afterwards, collaborate on Google docs to document the children’s learning on a presentation page, highlighting learning outcomes from the EYLF.
* **On completion of the practical task write an evaluation where you:**
* reflect on your performance in relation to the processes and outcomes of practical activities, i.e. consider the decision making processes, your management processes and the final result.
* reflect on your performance in relation to the processes and outcomes of the group activity i.e. consider the decision making processes, the team work, your management processes and the final result.
* consider possible improvements that could be made? What would they be?

***Assessment Conditions***

The collaborative action plan and evaluation may be presented in written, oral, or multimodal form. **Each** action plan and evaluation should be a **maximum of 400 words** if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

**FINAL GRADE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Problem Solving - the specific features are as follows**:

P1 Identification and discussion of factors involved in problem-solving

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Astute identification and discussion of a range of factors involved in problem-solving | Well-informed identification and discussion of a range of factors involved in problem-solving. | Informed identification and discussion of some factors involved in solving mostly familiar problems. | Identification and discussion of one or more factors involved in solving familiar problems. | Identification of one or more factors involved in solving a familiar problem. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Astute and very appropriate decision-making about problem-solving and implementation strategies. | Well-considered and appropriate decision-making about problem-solving and implementation strategies. | Generally appropriate decision-making about problem-solving and implementation strategies | Some basic and inconsistent decision-making about problem-solving and/or implementation strategies. | Attempted decision-making about a problem-solving or implementation strategy. |

P2 Decision-making about problem-solving and implementation strategies.

**Practical Application - the specific features are as follows:**

PA1 Development and implementation of safe management practices.

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| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Astute use of initiative in the development and implementation of safe management practices. | Thoughtful development and implementation of safe management practices. | Competent development and implementation of safe management practices. | Some development and implementation of basic safe management practices. | Attempted development or implementation of basic safe management practices. |

Collaboration - the specific features are as follows:

C1 Response to other group members, and sharing in decision-making.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Inclusive response to other group members, and responsible and sustained sharing in decision-making. | Thoughtful response to other group members, and responsible sharing in decision-making. | Generally thoughtful response to other group members, and some responsible sharing in decision-making. | Basic response to other group members some of the time, and some sharing in simple decision-making. | Limited response to other group members, with limited involvement in any decision-making. |

C2 Involvement in group activities and discussions to support the health and well-being of children.

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| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Proactive and perceptive involvement in group activities and discussions to support the health and well-being of children | Active and thoughtful involvement in group activities and discussions to support the health and well-being of children. | Appropriate involvement in group activities and discussions to support the health and well-being of children. | Some basic involvement in group activities or discussions to support the health and well-being of children. | Attempted involvement in one or more aspects of group activities or discussions to support the health and well-being of children |

Reflection - the specific features are as follows:

R1 Reflection on the processes and outcomes of practical and group activities, including their own performance.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Insightful reflection on the processes and outcomes of practical and group activities, including their own performance. | Thoughtful reflection on the processes and outcomes of practical and group activities, including their own performance. | Considered reflection on the processes and outcomes of practical and group activities, including their own performance. | Basic consideration of the processes and/or outcomes of practical and group activities, which may include their own performance. | Attempted consideration of one or more processes or outcomes of a practical or group activity, which may include their own performance. |

**Grade: A B C D E**

**Comment**